Title of Instructional Materials: Glencoe Course Plus

Grade Level: Integrated II

Summary of Glencoe Core Plus Course 2

Overall Rating:	Weak (1-2)Moderate (2-3)Strong (3-4)	Important Mathematical Ideas:	 Weak (1-2) Moderate (2-3) Strong (3-4)
Summary / Justification / Evidence: Looking at the Core Plus program holistically, the program is quite strong and is aligned with the Common Core State Standards. The integrated mathematics pathway suggested in Appendix A of the Common Core State Standards does not match the pathway of Core Plus, particularly in Course 2. Hence, we give Course 2 an overall rating of "Strong," even though on many of the rubrics for individual standards, Core Plus received lower marks.		Summary / Justification / Evidence: The mathematical ideas presented in Course 2 are strong; however the alignment to CCSS is moderate.	
Skills and Procedures:	Weak (1-2)Moderate (2-3)Strong (3-4)	Mathematical Relationships:	☐ Weak (1-2) ☐ Moderate (2-3) ☑ Strong (3-4)
Summary / Justification / Evidence: The mathematical ideas presented in Course 2 are strong; however the alignment to CCSS is moderate.		Summary / Justification / Evidence: The entire program focuses on establishing real-world connections and connections between mathematical skills and concepts.	

1. Make sense of problems and persevere in solving them.		
Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.		
Indicate the chapter(s), section(s), and/or page(s) reviewed: Summary / Justification / Evidence:	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	
	Overall Rating:	

2. Reason abstractly and quantitatively.			
Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to			
bear on problems involving quantitative relationships: the ability to <i>decontextualize</i> —to abstract a given situation and represent it symbolically and			
manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize,			
to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits o			
creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to			
compute them; and knowing and flexibly using different properties of operations and objects.			
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):		
Summary / Justification / Evidence:	Overall Rating:		

3. Construct viable arguments and critique the reasoning of other	rs.		
Mathematically proficient students understand and use stated assumptions,			
They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by			
breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the			
arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose.			
Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from the			
which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such a			
objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until late			
grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decidents			
whether they make sense, and ask useful questions to clarify or improve the arguments.			
Indicate the chapter(s), section(s), and/or page(s) reviewed: Portions of the domain, cluster, and standard that are miss			
	or not well developed in the instructional materials (if any):		
Summary / Justification / Evidence:			
	Overall Rating : $\Box 1 \Box 2 \Box 3 \Box 4$		

4. Model with mathematics.				
Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early				
grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning				
plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to				
describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making				
	assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important			
quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can				
analyze those relationships mathematically to draw conclusions. They routing		cal results in the context of the situation and		
reflect on whether the results make sense, possibly improving the model if it	1 1			
Indicate the chapter(s), section(s), and/or page(s) reviewed: Portions of the domain, cluster, and standard that are missis				
or not well developed in the instructional materials (if				
Summary / Justification / Evidence:				
	Overall Rating:	$\Box 1 \Box 2 \Box 3 \Box 4$		
	1			

5. Use appropriate tools strategically.			
Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper,			
concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software.			
Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools			
might be helpful, recognizing both the insight to be gained and their limitatio			
graphs of functions and solutions generated using a graphing calculator. The			
mathematical knowledge. When making mathematical models, they know that			
assumptions, explore consequences, and compare predictions with data. Mat			
relevant external mathematical resources, such as digital content located on			
technological tools to explore and deepen their understanding of concepts.	, and the second		
Indicate the chapter(s), section(s), and/or page(s) reviewed: Portions of the domain, cluster, and standard that are missing			
or not well developed in the instructional materials (if an			
of not wen developed in the instructional materia			
Summary / Justification / Evidence:			
	 Overall Rating :		

6. Attend to precision.			
Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own			
reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about			
specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently,			
express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated			
explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.			
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Portions of the domain, cluster, and standard that are missing		
	or not well developed in the instructional materials (if any):		
Summary / Justification / Evidence:			
building / justification / Evidence.	Overall Rating :		
	Overall maning.		

7. Look for and make use of structure.			
Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more i			
the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see			
$^{\circ}$ — 8 equals the well-remembered 7 $^{\circ}$ — 5 + 7 $^{\circ}$ — 3, in preparation for learning about the distributive property. In the expression x^2 + 9 x + 14, older			
students can see the 14 as 2 °— 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of			
drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as			
some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)2$ as 5 minus a positive			
number times a square and use that to realize that its value cannot be more t	han 5 for any real numbers x a	nd <i>y</i> .	
Indicate the chapter(s), section(s), and/or page(s) reviewed: Portions of the domain, cluster, and standard that are missin			
or not well developed in the instructional materials (if a			
Summary / Justification / Evidence:			
building / Justification / Evidence.	Overall Rating:	\Box_1 \Box_2 \Box_3 \Box_4	
	Over an Nating.		

8. Look for and express regularity in repeated reasoning.			
Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students			
might notice when dividing 25 by 11 that they are repeating the same calcula			
paying attention to the calculation of slope as they repeatedly check whether			
might abstract the equation $(y-2)/(x-1) = 3$. Noticing the regularity in the v			
1)($x3 + x2 + x + 1$) might lead them to the general formula for the sum of a ge			
students maintain oversight of the process, while attending to the details. The	ey continually evaluate the reasonableness of their intermediate results.		
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Portions of the domain, cluster, and standard that are missing		
	or not well developed in the instructional materials (if any):		
Summary / Justification / Evidence:			
	Overall Rating: $\Box 1 \Box 2 \Box 3 \Box 4$		

Domain:	Summary and documentation of how the domain, cluster, and		
The Real Number System	standard are met. Cite examples from the materials.		
N.RN.1 Explain how the definition of meaning of rational exponents follows from extending the properties of interger exponents to those values, allowing for a noation for radicals in terms of rational exponents.	Important Mathematical Ideas:		
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:		
Indicate the chapter(s), section(s), and/or page(s) reviewed: Not a part of Course 2	Overall Rating: \(\times 1 \times 2 \text{\texts} 3 \text{\texts} 4		

Domain:	Summary and documentation of how the domain, cluster, and	
The Real Number System	standard are met. Cite examples from the materials.	
Standard: N.RN.2	Important Mathematical Ideas: \(\sum 1 \sum 2 \sum 3 \sum 4 \) Skills and Procedures: \(\sum 1 \sum 2 \sum 3 \sum 4 \)	
	Mathematical Relationships: $\square 1 \square 2 \square 3 \square 4$	
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): No rational exponents	Summary / Justification / Evidence: Properties of exponents are discussed	
Indicate the chapter(s), section(s), and/or page(s) reviewed:		
Not a part of Course 2	Overall Rating: \int 1 2 3 4	

Domain:	Summary and documentation of how the domain, cluster, and		
The Real Number System	standard are met. Cite examples from the materials.		
Standard: N.RN.3	Important Mathematical Ideas: Skills and Procedures: Mathematical Relationships:	\square 1 \square 2 \square 3 \square 4 \square 1 \square 2 \square 3 \square 4 \square 4 \square 1 \square 2 \square 3 \square 4	
Portions of the domain, cluster, and standard that are missing	Summary / Justification / Eviden		
or not well developed in the instructional materials (if any):	, , , , , , , , , , , , , , , , , , ,		
Indicate the chapter(s), section(s), and/or page(s) reviewed: Not a part of Course 2	Overall Rating:	⊠1 □2 □3 □4	

Domain:	Summary and documentation of how the domain, cluster, and
The Complex Number System	standard are met. Cite examples from the materials.
Standard: N.CN.1	Important Mathematical Ideas: \(\textstyle 1 \) \(\textstyle 2 \) \(\textstyle 3 \) \(\textstyle 4 \) Skills and Procedures: \(\textstyle 1 \) \(\textstyle 2 \) \(\textstyle 3 \) \(\textstyle 4 \) Mathematical Relationships: \(\textstyle 1 \) \(\textstyle 2 \) \(\textstyle 3 \) \(\textstyle 4 \)
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed: Not a part of Course 2	Overall Rating: \bigsize 1 \bigsize 2 \bigsize 3 \bigsize 4

Domain:	Summary and documentation of how the domain, cluster, and
The Complex Number System	standard are met. Cite examples from the materials.
N.CN.2	Important Mathematical Ideas: \square 1 \square 2 \square 3 \square 4 Skills and Procedures: \square 1 \square 2 \square 3 \square 4 Mathematical Relationships: \square 1 \square 2 \square 3 \square 4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	
Not a part of Course 2	Overall Rating: \int 1 2 3 4

Domain:	Summary and documentation of	how the domain, cluster, and
The Complex Number System	standard are met. Cite examples	from the materials.
Standard:	Important Mathematical Ideas:	⊠1
N.CN.7	Skills and Procedures:	⊠1 □2 □3 □4
	Mathematical Relationships:	⊠1
Portions of the domain, cluster, and standard that are missing	Summary / Justification / Eviden	ice:
or not well developed in the instructional materials (if any):		
Indicate the chapter(s), section(s), and/or page(s) reviewed:		
Not a part of Course 2	Overall Rating:	$\square 1$ $\square 2$ $\square 3$ $\square 4$

Domain:	Summary and documentation of	how the domain, cluster, and
The Complex Number System	standard are met. Cite examples	from the materials.
Standard: N.CN.8(+)	Important Mathematical Ideas: Skills and Procedures: Mathematical Relationships:	\square 1 \square 2 \square 3 \square 4 \square 1 \square 2 \square 3 \square 4 \square 4 \square 1 \square 2 \square 3 \square 4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Eviden	nce:
Indicate the chapter(s), section(s), and/or page(s) reviewed: Not a part of Course 2	Overall Rating:	⊠1

Domain:	Summary and documentation of	how the domain, cluster, and
The Complex Number System	standard are met. Cite examples	from the materials.
Standard: N.CN.9(+)	Important Mathematical Ideas: Skills and Procedures:	 □ 1 □ 2 □ 3 □ 4 □ 1 □ 2 □ 3 □ 4 □ 2 □ 3 □ 4
	Mathematical Relationships:	<u>⊠1</u> <u></u> 2 <u></u> 3 <u></u> 4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Eviden	ice:
Indicate the chapter(s), section(s), and/or page(s) reviewed:		
Not a part of Course 2	Overall Rating:	$\square 1$ $\square 2$ $\square 3$ $\square 4$

Domain:	Summary and documentation of ho	w the domain, cluster, and
Seeing Structure in Expressions	standard are met. Cite examples fro	om the materials.
Standard: A.SSE.1a	Important Mathematical Ideas: Skills and Procedures: Mathematical Relationships:	$ \begin{array}{cccccccccccccccccccccccccccccccccccc$
Dortions of the domain eluctor, and standard that are missing		
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Contexts and multiple approaches not well-developed.	Summary / Justification / Evidence:	
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating:]1

Domain:	Summary and documentation of how the domain, cluster, and
Seeing Structure in Expressions	standard are met. Cite examples from the materials.
Standard:	Important Mathematical Ideas: 1 2 3 4
A.SSE.1b	Important Mathematical Ideas12
A.JJE.10	Skills and Procedures:
	Mathematical Relationships:
Portions of the domain, cluster, and standard that are missing	Summary / Justification / Evidence:
or not well developed in the instructional materials (if any):	
Talk about where the "pieces" come from but not necessarily what	
they mean.	
Indicate the chapter(s), section(s), and/or page(s) reviewed:	
	Overall Rating:

Domain:	Summary and documentation of how the domain, cluster, and
Seeing Structure in Expressions	standard are met. Cite examples from the materials.
Standard:	
	Important Mathematical Ideas: 1 2 3 4
A.SSE.2	
	Skills and Procedures: $\Box 1 \Box 2 \Box 3 \Box 4$
	Mathematical Relationships: $\Box 1$ $\Box 2$ $\boxtimes 3$ $\Box 4$
Portions of the domain, cluster, and standard that are missing	Summary / Justification / Evidence:
or not well developed in the instructional materials (if any):	
Lack of contextual examples for this standard; special cases not	
developed.	
Indicate the chapter(s), section(s), and/or page(s) reviewed:	
	Overall Rating : $\Box 1 \Box 2 \Box 3 \Box 4$

Domain:	Summary and documentation of how the domain, cluster, and
Seeing Structure in Expressions	standard are met. Cite examples from the materials.
Standard: A.SSE.3a	Important Mathematical Ideas:
	Mathematical Relationships:1234
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	
	Overall Rating:1234

Domain:	Summary and documentation of how the domain, cluster, and
Seeing Structure in Expressions	standard are met. Cite examples from the materials.
Standard: A.SSE.3b	Important Mathematical Ideas: \(\text{\begin{align*} \precedures: \p
	Mathematical Relationships: $\square 1 \square 2 \square 3 \square 4$
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	
Not a part of Course 3	Overall Rating: \int 1 2 3 4

Domain:	Summary and documentation of how the domain, cluster, and
Seeing Structure in Expressions	standard are met. Cite examples from the materials.
Standard: A.SSE.3c	Important Mathematical Ideas:
A.JJE.JC	Skills and Procedures:
	Mathematical Relationships:
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Concept not fully developed; discussed in further detail in Course 3	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	
pp. 382-387	Overall Rating : □1 □2 □3 □4

Domain:	Summary and documentation of how the domain, cluster, and
Arithmetic with Polynomials and Rational Expressions	standard are met. Cite examples from the materials.
Standard:	
	Important Mathematical Ideas: 🔲1 🔲2 🔲3 🔲4
A.APR.1	
	Skills and Procedures: \Bigsilon 1 \Bigsilon 2 \Bigsilon 3 \Bigsilon 4
	Mathematical Relationships: $\square 1$ $\square 2$ $\square 3$ $\square 4$
Portions of the domain, cluster, and standard that are missing	Summary / Justification / Evidence:
or not well developed in the instructional materials (if any):	
Concept of closure not discussed; polynomials not directly compared	
to integers.	
Indicate the chapter(s), section(s), and/or page(s) reviewed:	
Not a part of Course 2	Overall Rating: \Bigsilon 1 \Bigsilon 2 \Bigsilon 3 \Bigsilon 4

Domain:	Summary and documentation of how the domain, cluster, and
Creating Equations	standard are met. Cite examples from the materials.
Standard:	
	Important Mathematical Ideas: 🔲 1 🔲 2 🔲 3 🖂 4
A.CED.1	
	Skills and Procedures: $\square 1 \square 2 \square 3 \square 4$
	Mathematical Relationships: 1 2 3 4
Portions of the domain, cluster, and standard that are missing	Summary / Justification / Evidence:
or not well developed in the instructional materials (if any):	
Never creating exponentials; they are always given to students who	
analyze them.	
Indicate the chapter(s), section(s), and/or page(s) reviewed:	
	Overall Rating : $\square 1 \square 2 \square 3 \square 4$

Domain:	Summary and documentation of how the domain, cluster, and
Creating Equations	standard are met. Cite examples from the materials.
Standard: A.CED.2	Important Mathematical Ideas:
	Mathematical Relationships:1234
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	
	Overall Rating: $\Box 1 \Box 2 \Box 3 \boxtimes 4$

Domain:	Summary and documentation of how the domain, cluster, and
Creating Equations	standard are met. Cite examples from the materials.
Standard:	Important Mathematical Ideas:
A.CED.4	Skills and Procedures:
	Mathematical Relationships:
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): More focused on the relationships than re-writing equations.	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	
	Overall Rating : □1 □2 □3 □4

Domain:	Summary and documentation of how the domain, cluster, and
Reasoning with Equations and Inequalities	standard are met. Cite examples from the materials.
Standard: A.REI.4a	Important Mathematical Ideas: $\square 1$ $\square 2$ $\square 3$ $\square 4$ Skills and Procedures: $\square 1$ $\square 2$ $\square 3$ $\square 4$ Mathematical Relationships: $\square 1$ $\square 2$ $\square 3$ $\square 4$
Portions of the domain, cluster, and standard that are missing	Summary / Justification / Evidence:
or not well developed in the instructional materials (if any):	
Indicate the chapter(s), section(s), and/or page(s) reviewed: Not a part of Course 2	Overall Rating: \\ \Boxed{1} \Boxed{1} \Boxed{3} \Boxed{4}

Domain:	Summary and documentation of how the domain, cluster, and
Reasoning with Equations and Inequalities	standard are met. Cite examples from the materials.
Standard: A.REI.4b	Important Mathematical Ideas: $\Box 1$ $\boxtimes 2$ $\Box 3$ $\Box 4$ Skills and Procedures: $\Box 1$ $\boxtimes 2$ $\Box 3$ $\Box 4$
	Mathematical Relationships:
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Completing the square, complex solutions not a part of Course 2	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	
	Overall Rating:

Domain:	Summary and documentation of how the domain, cluster, and
Reasoning with Equations and Inequalities	standard are met. Cite examples from the materials.
Standard: A.REI.7	Important Mathematical Ideas: 1 2 3 4
	Skills and Procedures: $\Box 1 \Box 2 \Box 3 \boxtimes 4$
	Mathematical Relationships: ☐1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Not a lot of content with respect to this standard, although it is all	Summary / Justification / Evidence:
covered.	
Indicate the chapter(s), section(s), and/or page(s) reviewed:	
	Overall Rating: 1 1 2 3 4

Domain:	Summary and documentation of how the domain, cluster, and
Interpreting Functions	standard are met. Cite examples from the materials.
Standard:	
	Important Mathematical Ideas: 1 2 3 4
F.IF.4	
	Skills and Procedures: $\Box 1 \Box 2 \Box 3 \Box 4$
	Mathematical Relationships:
Portions of the domain, cluster, and standard that are missing	Summary / Justification / Evidence:
or not well developed in the instructional materials (if any):	Designing parabolas;
Not developed as deeply as in Course 1 and Course 3	
Indicate the chapter(s), section(s), and/or page(s) reviewed:	
	Overall Rating : $\square 1 \square 2 \square 3 \square 4$

Domain:	Summary and documentation of how the domain, cluster, and
Interpreting Functions	standard are met. Cite examples from the materials.
Standard: F.IF.5	Important Mathematical Ideas:
	Mathematical Relationships:
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	
	Overall Rating : $\square 1 \square 2 \square 3 \boxtimes 4$

Domain:	Summary and documentation of how the domain, cluster, and
Interpreting Functions	standard are met. Cite examples from the materials.
Standard: F.IF.6	Important Mathematical Ideas:
	Mathematical Relationships:
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Not ever estimating from a graph	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	
	Overall Rating : $\square 1 \square 2 \square 3 \square 4$

Domain:	Summary and documentation of how the domain, cluster, and
Interpreting Functions	standard are met. Cite examples from the materials.
Standard:	
	Important Mathematical Ideas: $\Box 1 \Box 2 \Box 3 \Box 4$
F.IF.7a	
	Skills and Procedures: $\Box 1 \Box 2 \Box 3 \boxtimes 4$
	Mathematical Relationships: $\Box 1 \Box 2 \Box 3 \boxtimes 4$
Portions of the domain, cluster, and standard that are missing	Summary / Justification / Evidence:
or not well developed in the instructional materials (if any):	
Don't talk about absoluted value, piecewise, step functions; little	
context.	
Indicate the chapter(s), section(s), and/or page(s) reviewed:	
	Overall Rating : $\Box 1 \Box 2 \Box 3 \boxtimes 4$

Domain:	Summary and documentation of how the domain, cluster, and
Interpreting Functions	standard are met. Cite examples from the materials.
Standard: F.IF.7b	Important Mathematical Ideas:
	Mathematical Relationships: $\square 1 \square 2 \square 3 \square 4$
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	
Not a part of Course 2A	Overall Rating: \int 1 2 3 4

Domain:	Summary and documentation of how the domain, cluster, and
Interpreting Functions	standard are met. Cite examples from the materials.
Standard: F.IF.8a	Important Mathematical Ideas: $\Box 1$ $\Box 2$ $\Box 3$ $\Box 4$ Skills and Procedures: $\Box 1$ $\Box 2$ $\Box 3$ $\Box 4$
	Mathematical Relationships:
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): No completing the square, symmetry	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating:

Domain:	Summary and documentation of how the domain, cluster, and
Interpreting Functions	standard are met. Cite examples from the materials.
Standard:	
	Important Mathematical Ideas: 🔲 1 🔲 2 🔲 3 🔲 4
F.IF.8b	
	Skills and Procedures: $\square 1 \square 2 \square 3 \square 4$
	Mathematical Relationships: $\square 1$ $\square 2$ $\square 3$ $\square 4$
Portions of the domain, cluster, and standard that are missing	Summary / Justification / Evidence:
or not well developed in the instructional materials (if any):	
Indicate the chapter(s), section(s), and/or page(s) reviewed:	
Not a part of Course 2	Overall Rating : $\square 1 \square 2 \square 3 \square 4$

Domain:	Summary and documentation of how the domain, cluster, and
Interpreting Functions	standard are met. Cite examples from the materials.
Standard:	
	Important Mathematical Ideas: 🔲1 🔲2 🔲3 🔲4
F.IF.9	
	Skills and Procedures: \Bigsilon 1 \Bigsilon 2 \Bigsilon 3 \Bigsilon 4
	Mathematical Relationships: $\square 1 \square 2 \square 3 \square 4$
Portions of the domain, cluster, and standard that are missing	Summary / Justification / Evidence:
or not well developed in the instructional materials (if any):	
Only 1 homework assignment which is matching	
Indicate the chapter(s), section(s), and/or page(s) reviewed:	
Not a part of Course 2	Overall Rating: \Bigsilon 1 \Bigsilon 2 \Bigsilon 3 \Bigsilon 4

Domain:	Summary and documentation of	how the domain, cluster, and
Building Functions	standard are met. Cite examples	from the materials.
Standard:		
	Important Mathematical Ideas:	$\boxtimes 1$ $\square 2$ $\square 3$ $\square 4$
F.BF.1a	•	
	Skills and Procedures:	$\boxtimes 1$ $\square 2$ $\square 3$ $\square 4$
	Mathematical Relationships:	$\boxtimes 1$ $\square 2$ $\square 3$ $\square 4$
Portions of the domain, cluster, and standard that are missing	Summary / Justification / Eviden	ice:
or not well developed in the instructional materials (if any):	Linear and rational well-covered	
No quadratic or exponential, which is required in the pathway for		
Math II		
Indicate the chapter(s), section(s), and/or page(s) reviewed:		
Not part of Course 2	Overall Rating:	$\square 1$ $\square 2$ $\square 3$ $\square 4$

Domain:	Summary and documentation of	how the domain, cluster, and
Building Functions	standard are met. Cite examples	from the materials.
Standard:		
	Important Mathematical Ideas:	$\square 1$ $\square 2$ $\square 3$ $\square 4$
F.BF.1b		
	Skills and Procedures:	$\square 1$ $\square 2$ $\square 3$ $\square 4$
	Mathematical Relationships:	$\square 1$ $\square 2$ $\square 3$ $\square 4$
Portions of the domain, cluster, and standard that are missing	Summary / Justification / Eviden	ice:
or not well developed in the instructional materials (if any):	Good for linear and rational	
Indicate the chapter(s), section(s), and/or page(s) reviewed:		
Not a part of Course 2	Overall Rating:	$\square 1$ $\square 2$ $\square 3$ $\square 4$

Domain:	Summary and documentation of how the domain, cluster, and
Building Functions	standard are met. Cite examples from the materials.
Standard:	
	Important Mathematical Ideas: 1 2 3 4
F.BF.3	
	Skills and Procedures: $\Box 1 \Box 2 \Box 3 \Box 4$
	Mathematical Relationships: ☐1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing	Summary / Justification / Evidence:
or not well developed in the instructional materials (if any):	
No absolute value; no even vs. odd; no need to find value of k on a	
given graph	
Indicate the chapter(s), section(s), and/or page(s) reviewed:	
	Overall Rating : $\square 1 \square 2 \square 3 \square 4$

Domain:	Summary and documentation of how the domain, cluster, and
Building Functions	standard are met. Cite examples from the materials.
Standard:	
	Important Mathematical Ideas: 🔲 1 🔲 2 🔲 3 🔲 4
F.BF.4a	
	Skills and Procedures: $\square 1$ $\square 2$ $\square 3$ $\square 4$
	Mathematical Relationships: $\square 1$ $\square 2$ $\square 3$ $\square 4$
Portions of the domain, cluster, and standard that are missing	Summary / Justification / Evidence:
or not well developed in the instructional materials (if any):	
Indicate the chapter(s), section(s), and/or page(s) reviewed:	
Not a part of Course 2	Overall Rating : $\square 1 \square 2 \square 3 \square 4$

Domain:	Summary and documentation of how the domain, cluster, and	
Linear, Quadratic, and Exponential Models	standard are met. Cite examples from the materials.	
Standard: F.LE.3	Important Mathematical Ideas: \(\textstyle 1 \) \(\textstyle 2 \) \(\textstyle 3 \) \(\textstyle 4 \) Skills and Procedures: \(\textstyle 1 \) \(\textstyle 2 \) \(\textstyle 3 \) \(\textstyle 4 \) Mathematical Relationships: \(\textstyle 1 \) \(\textstyle 2 \) \(\textstyle 3 \) \(\textstyle 4 \)	
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:	
Indicate the chapter(s), section(s), and/or page(s) reviewed: Not a part of Course 2	Overall Rating: \bigsize 1 \bigsize 2 \bigsize 3 \bigsize 4	

Domain:	Summary and documentation of how the domain, cluster, and
Trigonometric Functions	standard are met. Cite examples from the materials.
Standard:	<u> </u>
	Important Mathematical Ideas: \(\sum 1 \subseteq 2 \sum 3 \sum 4 \)
F.TF.8	
	Skills and Procedures: \(\sum 1 \sum 2 \sum 3 \sum 4
	Mathematical Relationships: \(\sqrt{1} \sqrt{2} \sqrt{3} \sqrt{4}
Portions of the domain, cluster, and standard that are missing	Summary / Justification / Evidence:
or not well developed in the instructional materials (if any):	
Indicate the chapter(s), section(s), and/or page(s) reviewed:	
Not part of Course 2	Overall Rating:

Domain:	Summary and documentation of how the domain, cluster, and	
Congruence	standard are met. Cite examples from the materials.	
Standard:		
	Important Mathematical Ideas: \(\square\$1 2 3 4	
G.CO.9		
	Skills and Procedures: $\square 1 \square 2 \square 3 \square 4$	
	Mathematical Relationships: $\square 1$ $\square 2$ $\square 3$ $\square 4$	
Portions of the domain, cluster, and standard that are missing	Summary / Justification / Evidence:	
or not well developed in the instructional materials (if any):		
Indicate the chapter(s), section(s), and/or page(s) reviewed:		
Not a part of Course 2	Overall Rating : $\square 1 \square 2 \square 3 \square 4$	

Domain:	Summary and documentation of how the domain, cluster, and
Congruence	standard are met. Cite examples from the materials.
Standard:	
	Important Mathematical Ideas: $\Box 1 \ \Box 2 \ \Box 3 \ \Box 4$
G.CO.10	
	Skills and Procedures: $\Box 1 \ \ \Box 2 \ \ \Box 3 \ \ \Box 4$
	Mathematical Relationships: $\Box 1 \Box 2 \Box 3 \Box 4$
Portions of the domain, cluster, and standard that are missing	Summary / Justification / Evidence:
or not well developed in the instructional materials (if any):	
Not sum of angles; not base angles of isoceles; others are often only	
in homework	
Indicate the chapter(s), section(s), and/or page(s) reviewed:	
	Overall Rating:

Domain:	Summary and documentation of how the domain, cluster, and	<u>i</u>
Congruence	standard are met. Cite examples from the materials.	
Standard:		
	Important Mathematical Ideas: \(\square\)1 \(\square\)2 \(\square\)3 \(\square\)4	
G.CO.11		
	Skills and Procedures: \int 1 2 \text{3} 4	
	Mathematical Relationships: □2 □3 □4	
Portions of the domain, cluster, and standard that are missing	Summary / Justification / Evidence:	
or not well developed in the instructional materials (if any):		
No opposite sides are congruent; rectangles are parallelograms; no		
formal mention of "proof"		
Indicate the chapter(s), section(s), and/or page(s) reviewed:		
p. 184, #10	Overall Rating: \int 1 2 3 4	

Domain:	Summary and documentation of how the domain, cluster, and	
Similarity, Right Triangles, and Trigonometry	standard are met. Cite examples from the materials.	
Standard: G.SRT.1a	Important Mathematical Ideas: \(\textstyle 1 \) \(\textstyle 2 \) \(\textstyle 3 \) \(\textstyle 4 \) Skills and Procedures: \(\textstyle 1 \) \(\textstyle 2 \) \(\textstyle 3 \) \(\textstyle 4 \) Mathematical Relationships: \(\textstyle 1 \) \(\textstyle 2 \) \(\textstyle 3 \) \(\textstyle 4 \)	
Portions of the domain, cluster, and standard that are missing	Summary / Justification / Evidence:	
or not well developed in the instructional materials (if any):		
Indicate the chapter(s), section(s), and/or page(s) reviewed:		
Not a part of Course 2	Overall Rating: \(\sum 1 \sum 2 \sum 3 \sum 4 \)	

Domain:	Summary and documentation of how the domain, cluster, and		
Similarity, Right Triangles, and Trigonometry	standard are met. Cite examples from the materials.		
Standard: G.SRT.1b	Important Mathematical Ideas: $\Box 1$ $\Box 2$ $\Box 3$ $\Box 4$ Skills and Procedures: $\Box 1$ $\Box 2$ $\Box 3$ $\Box 4$ Mathematical Relationships: $\Box 1$ $\Box 2$ $\Box 3$ $\Box 4$		
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Difficult to develop context	Summary / Justification / Evidence: Good graphics		
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating:		

Domain:	Summary and documentation of how the domain, cluster, and	
Similarity, Right Triangles, and Trigonometry	standard are met. Cite examples from the materials.	
Standard: G.SRT.2	Important Mathematical Ideas:	
	Mathematical Relationships: 1 2 3 4	
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Not well developed	Summary / Justification / Evidence:	
Indicate the chapter(s), section(s), and/or page(s) reviewed:		
p. 216, 222	Overall Rating: 1 \(\sum 2 \sum 3 \sum 4 \)	

Domain:	Summary and documentation of how the domain, cluster, and	
Similarity, Right Triangles, and Trigonometry	standard are met. Cite examples from the materials.	
Standard: G.SRT.3	Important Mathematical Ideas:	
	Mathematical Relationships: \(\sum 1 \sum 2 \sum 3 \sum 4 \)	
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:	
Indicate the chapter(s), section(s), and/or page(s) reviewed: Not a part of Course 2	Overall Rating: \\ \Boxed{1} \boxed{1} \Boxed{2} \Boxed{3} \Boxed{4}	

Domain:	Summary and documentation of how the domain, cluster, and	
Similarity, Right Triangles, and Trigonometry	standard are met. Cite examples from the materials.	
Standard: G.SRT.4	Important Mathematical Ideas: $\square 1$ $\square 2$ $\square 3$ $\square 4$ Skills and Procedures: $\square 1$ $\square 2$ $\square 3$ $\square 4$ Mathematical Relationships: $\square 1$ $\square 2$ $\square 3$ $\square 4$	
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Not well developed; no Pythagorean theorem	Summary / Justification / Evidence:	
Indicate the chapter(s), section(s), and/or page(s) reviewed: p. 184, #9	Overall Rating: \\ \Boxed{1} \Boxed{1} \Boxed{3} \Boxed{4}	

Domain:	Summary and documentation of how the domain, cluster, and		
Similarity, Right Triangles, and Trigonometry	standard are met. Cite examples from the materials.		
Standard: G.SRT.5	Important Mathematical Ideas: \[\begin{aligned}		
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): 184 #9	Summary / Justification / Evidence:		
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: \int 1 2 3 4		

Domain:	Summary and documentation of how the domain, cluster, and		
Similarity, Right Triangles, and Trigonometry	standard are met. Cite examples from the materials.		
Standard: G.SRT.6	Important Mathematical Ideas: $\Box 1$ $\Box 2$ $\Box 3$ $\Box 4$ Skills and Procedures: $\Box 1$ $\Box 2$ $\Box 3$ $\Box 4$ Mathematical Relationships: $\Box 1$ $\Box 2$ $\Box 3$ $\Box 4$		
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:		
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating:		

Domain:	Summary and documentation of how the domain, cluster, and		
Similarity, Right Triangles, and Trigonometry	standard are met. Cite examples from the materials.		
Standard: G.SRT.7	Important Mathematical Ideas:		
	Mathematical Relationships: 1 2 3 4		
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Not well-developed, only one homework problem	Summary / Justification / Evidence:		
Indicate the chapter(s), section(s), and/or page(s) reviewed:			
p. 481 #20	Overall Rating :		

Domain:	Summary and documentation of how the domain, cluster, and		
Similarity, Right Triangles, and Trigonometry	standard are met. Cite examples from the materials.		
Standard: G.SRT.8	Important Mathematical Ideas: $\Box 1$ $\Box 2$ $\Box 3$ $\Box 4$ Skills and Procedures: $\Box 1$ $\Box 2$ $\Box 3$ $\Box 4$ Mathematical Relationships: $\Box 1$ $\Box 2$ $\Box 3$ $\Box 4$		
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:		
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating:		

Domain:	Summary and documentation of how the domain, cluster, and	
Circles	standard are met. Cite examples from the materials.	
Standard:		
	Important Mathematical Ideas: 🔲1 🔲2 🔲3 🔲4	
G.C.1		
	Skills and Procedures: \Bigsilon 1 \Bigsilon 2 \Bigsilon 3 \Bigsilon 4	
	Mathematical Relationships: $\square 1$ $\square 2$ $\square 3$ $\square 4$	
Portions of the domain, cluster, and standard that are missing	Summary / Justification / Evidence:	
or not well developed in the instructional materials (if any):		
Indicate the chapter(s), section(s), and/or page(s) reviewed:		
Not in Course 2	Overall Rating: \Bigsilon 1 \Bigsilon 2 \Bigsilon 3 \Bigsilon 4	

Domain:	Summary and documentation of how the domain, cluster, and	
Circles	standard are met. Cite examples from the materials.	
Standard:		
	Important Mathematical Ideas: 🔲 1 🔲 2 🔲 3 🔲 4	
G.C.2		
	Skills and Procedures: $\square 1 \square 2 \square 3 \square 4$	
	Mathematical Relationships: $\square 1 \square 2 \square 3 \square 4$	
Portions of the domain, cluster, and standard that are missing	Summary / Justification / Evidence:	
or not well developed in the instructional materials (if any):		
Indicate the chapter(s), section(s), and/or page(s) reviewed:		
Not in Course 2	Overall Rating :	

Domain:	Summary and documentation of how the domain, cluster, and	
Circles	standard are met. Cite examples from the materials.	
Standard:		
	Important Mathematical Ideas:]1
G.C.3		
	Skills and Procedures:]1
	Mathematical Relationships:	$\boxed{1} \boxed{2} \boxed{3} \boxed{4}$
Portions of the domain, cluster, and standard that are missing	Summary / Justification / Evidence:	
or not well developed in the instructional materials (if any):		
Indicate the chapter(s), section(s), and/or page(s) reviewed:		
Not in Course 2	Overall Rating:	<u>]</u> 1

Domain:	Summary and documentation of how the domain, cluster, and
Circles	standard are met. Cite examples from the materials.
Standard:	
	Important Mathematical Ideas: 🔲1 🔲2 🔲3 🔲4
G.C.4(+)	
	Skills and Procedures: \Bigsilon 1 \Bigsilon 2 \Bigsilon 3 \Bigsilon 4
	Mathematical Relationships: $\square 1$ $\square 2$ $\square 3$ $\square 4$
Portions of the domain, cluster, and standard that are missing	Summary / Justification / Evidence:
or not well developed in the instructional materials (if any):	
Indicate the chapter(s), section(s), and/or page(s) reviewed:	
Not in Course 2	Overall Rating: \Bigsilon 1 \Bigsilon 2 \Bigsilon 3 \Bigsilon 4

Domain:	Summary and documentation of how the domain, cluster, and
Circles	standard are met. Cite examples from the materials.
Standard:	
	Important Mathematical Ideas: 🔲1 🔲2 🔲3 🔲4
G.C.5	
	Skills and Procedures: \Bigsilon 1 \Bigsilon 2 \Bigsilon 3 \Bigsilon 4
	Mathematical Relationships: $\square 1 \square 2 \square 3 \square 4$
Portions of the domain, cluster, and standard that are missing	Summary / Justification / Evidence:
or not well developed in the instructional materials (if any):	
Indicate the chapter(s), section(s), and/or page(s) reviewed:	
Not in Course 2	Overall Rating: \Bigsilon 1 \Bigsilon 2 \Bigsilon 3 \Bigsilon 4

Domain:	Summary and documentation of how the domain, cluster, and
Expressing Geometric Properties with Equations	standard are met. Cite examples from the materials.
Standard: G.GPE.1	Important Mathematical Ideas: $\Box 1$ $\boxtimes 2$ $\Box 3$ $\Box 4$ Skills and Procedures: $\Box 1$ $\Box 2$ $\Box 3$ $\boxtimes 4$
	Mathematical Relationships: ☐1 ☐2 ☐3 ☒4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): No completing the square	Summary / Justification / Evidence: Point and radius
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating:

Domain:	Summary and documentation of how the domain, cluster, and
Expressing Geometric Properties with Equations	standard are met. Cite examples from the materials.
Standard: G.GPE.2	Important Mathematical Ideas: \[\begin{aligned}
Portions of the domain, cluster, and standard that are missing	Summary / Justification / Evidence:
or not well developed in the instructional materials (if any):	Summary / Justineation / Evidence.
Indicate the chapter(s), section(s), and/or page(s) reviewed:	
Not in Course 2	Overall Rating: \int 1 2 3 4

Domain:	Summary and documentation of how the domain, cluster, and
Expressing Geometric Properties with Equations	standard are met. Cite examples from the materials.
Standard: G.GPE.4	Important Mathematical Ideas:
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): No proving a point is on a circle; no proving shape is a rectangle	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating:

Domain:	Summary and documentation of how the domain, cluster, and
Geometric Measurement and Dimension	standard are met. Cite examples from the materials.
Standard: G.GMD.1	Important Mathematical Ideas: \[\begin{aligned}
Destinate Calculation and a standard data and additional	1 — — — —
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	
Not in Course 2	Overall Rating: \int 1 2 3 4

Domain:	Summary and documentation of how the domain, cluster, and
Geometric Measurement and Dimension	standard are met. Cite examples from the materials.
Standard: G.GMD.3	Important Mathematical Ideas: $\Box 1$ $\Box 2$ $\Box 3$ $\Box 4$ Skills and Procedures: $\Box 1$ $\Box 2$ $\Box 3$ $\Box 4$ Mathematical Relationships: $\Box 1$ $\Box 2$ $\Box 3$ $\Box 4$
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): No sphere or cone; only covered in homework	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating:

Domain:	Summary and documentation of how the domain, cluster, and
Conditional Probability and the Rules of Probability	standard are met. Cite examples from the materials.
Standard: S.CP.1	Important Mathematical Ideas:
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): no "union" intersect" or "compliment"	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating:

Domain:	Summary and documentation of how the domain, cluster, and
Conditional Probability and the Rules of Probability	standard are met. Cite examples from the materials.
Standard: S.CP.2	Important Mathematical Ideas: $\Box 1$ $\Box 2$ $\Box 3$ $\boxtimes 4$ Skills and Procedures: $\Box 1$ $\Box 2$ $\Box 3$ $\boxtimes 4$ Mathematical Relationships: $\Box 1$ $\Box 2$ $\Box 3$ $\boxtimes 4$
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): No problem specifically asks given a probability, are these events independent?	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating: 1 2 3 24

Domain:	Summary and documentation of how the domain, cluster, and
Conditional Probability and the Rules of Probability	standard are met. Cite examples from the materials.
Standard: S.CP.3	Important Mathematical Ideas: $\Box 1$ $\Box 2$ $\Box 3$ $\Box 4$ Skills and Procedures: $\Box 1$ $\Box 2$ $\Box 3$ $\Box 4$ Mathematical Relationships: $\Box 1$ $\Box 2$ $\Box 3$ $\Box 4$
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating:

Domain:	Summary and documentation of how the domain, cluster, and
Conditional Probability and the Rules of Probability	standard are met. Cite examples from the materials.
Standard: S.CP.4	Important Mathematical Ideas:
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Integration with other ideas	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating:

Domain:	Summary and documentation of how the domain, cluster, and
Conditional Probability and the Rules of Probability	standard are met. Cite examples from the materials.
Standard: S.CP.5	Important Mathematical Ideas: $\Box 1$ $\Box 2$ $\Box 3$ $\Box 4$ Skills and Procedures: $\Box 1$ $\Box 2$ $\Box 3$ $\Box 4$ Mathematical Relationships: $\Box 1$ $\Box 2$ $\Box 3$ $\Box 4$
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): integration with other mathematical ideas	Summary / Justification / Evidence:
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating:

Domain:	Summary and documentation of how the domain, cluster, and		
Conditional Probability and the Rules of Probability	standard are met. Cite examples from the materials.		
Standard: S.CP.6	Important Mathematical Ideas: $\Box 1$ $\Box 2$ $\Box 3$ $\Box 4$ Skills and Procedures: $\Box 1$ $\Box 2$ $\Box 3$ $\Box 4$ Mathematical Relationships: $\Box 1$ $\Box 2$ $\Box 3$ $\Box 4$		
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Integration with other mathematical ideas	Summary / Justification / Evidence:		
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating:		

Domain:	Summary and documentation of how the domain, cluster, and		
Conditional Probability and the Rules of Probability	standard are met. Cite examples from the materials.		
Standard: S.CP.7	Important Mathematical Ideas:		
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): No requirement for interpretation or explanation	Summary / Justification / Evidence:		
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating:		

Domain:	Summary and documentation of how the domain, cluster, and		
Conditional Probability and the Rules of Probability	standard are met. Cite examples from the materials.		
Standard: S.CP.8(+)	Important Mathematical Ideas: $\Box 1$ $\Box 2$ $\Box 3$ $\Box 4$ Skills and Procedures: $\Box 1$ $\Box 2$ $\Box 3$ $\Box 4$ Mathematical Relationships: $\Box 1$ $\Box 2$ $\Box 3$ $\Box 4$		
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:		
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating:		

Domain:	Summary and documentation of how the domain, cluster, and		
Conditional Probability and the Rules of Probability	standard are met. Cite examples from the materials.		
Standard: S.CP.9(+)	Important Mathematical Ideas:		
	Mathematical Relationships: \(\sum 1 \sum 2 \sum 3 \sum 4 \)		
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:		
Indicate the chapter(s), section(s), and/or page(s) reviewed:			
Not a part of Course 2	Overall Rating : $\square 1 \square 2 \square 3 \square 4$		

Domain:	Summary and documentation of how the domain, cluster, and		
Using Probability to Make Decisions	standard are met. Cite examples from the materials.		
Standard: S.MD.6(+)	Important Mathematical Ideas: $\Box 1$ $\Box 2$ $\Box 3$ $\Box 4$ Skills and Procedures: $\Box 1$ $\Box 2$ $\Box 3$ $\Box 4$ Mathematical Relationships: $\Box 1$ $\Box 2$ $\Box 3$ $\Box 4$		
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	Summary / Justification / Evidence:		
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating:		

Domain:	Summary and documentation of how the domain, cluster, and		
Using Probability to Make Decisions	standard are met. Cite examples from the materials.		
Standard: S.MD.7(+)	Important Mathematical Ideas:		
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Only homework problems; not well-developed	Summary / Justification / Evidence:		
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Overall Rating:		

Reviewed By:	
Title of Instructional Materials:	

Documenting Alignment to the Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.

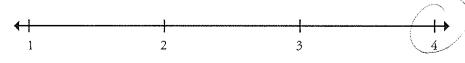
Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Focus questions @ begin of investigations it sked to speculate then checke Congrave results pliscuis signers Explain why results make sense



Reviewed By:	
Title of Instructional Materials:	

Documenting Alignment to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

Indicate the chapter(s), section(s), or page(s) reviewed.

Summary/Justification/Evidence
[Most Investigations in context
STM decontextualized

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):



Reviewed By:	
Title of Instructional Materials:	

Documenting Alignment to the Standards for Mathematical Practice

3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Conjectures altrit ramp length thinght

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Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

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Documenting Alignment to the Standards for Mathematical Practice

4.	Model	with	mathematics.
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Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

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Indicate the chapter(s), section(s), or page(s) reviewed.

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and graphs

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Documenting Alignment to the Standards for Mathematical Practice

5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Overall Rating

Indicate the chapter(s), section(s), or page(s) reviewed.

Unit1

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

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Title of Instructional Materials:	

Documenting Alignment to the Standards for Mathematical Practice

6. Attend to precision

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

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(\$ precision)
Follow on discussion & explanation



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Title of Instructional Materials:	

Documenting Alignment to the Standards for Mathematical Practice

7. Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

Indicate the chapter(s), section(s), or page(s) reviewed.

Unit 1

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Fo cus on patters w/linear, exp. - all relationships building complex from Small parts



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Documenting Alignment to the Standards for Mathematical Practice

8. Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation (y-2)/(x-1)=3. Noticing the regularity in the way terms cancel when expanding (x-1)(x+1), $(x-1)(x^2+x+1)$, and $(x-1)(x^3+x^2+x+1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Indicate the chapter(s), section(s), or page(s) reviewed.

Unit

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

STM: recap & focus on patterns/repetition & general methods & short cuts



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The Real Number System (N-RN)

Extend the properties of exponents to rational exponents.	Summary and documentation met. Cite examples from the		ne domain, clus	ster, and stand	dard are
N-RN.1 Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define	Important Mathematical Ideas	1	1 2	3	4
$5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5(^{1/3})^3$ to hold, so $(5^{1/3})^3$ must equal 5.	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / Ev	/idence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.	,				
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${\tt MATHEMATICS~II-NUMBER~AND~QUANTITY~(N)}$

The Real Number System (N-RN)

Extend the properties of exponents to rational exponents.	Summary and documentation of how the domain, cluster, and standard met. Cite examples from the materials.	are
N-RN.2 Rewrite expressions involving radicals and rational exponents using the	Important Mathematical Ideas 1 2 3	→ 4
properties of exponents.	Skills and Procedures 1 2 3	4
	Mathematical Relationships 1 2 3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence	
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MATHEMATICS II — NUMBER AND QUANTITY (N) The Real Number System (N-RN)

Use properties of rational and irrational numbers.	Summary and documentation met. Cite examples from the	on of how t e materials.	he domain, clu	ster, and stan	dard are
N-RN.3 Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.	Important Mathematical Ideas	1	1 2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
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The Complex Number System (N-CN)

Perform arithmetic operations with complex numbers.	Summary and documentation of how the domain, cluster, and standard a met. Cite examples from the materials.			dard are		
N-CN.1	Important Mathematical Ideas					
Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.	important Mathematical Ideas	1	2	3	4	
Note: \vec{r}^2 as highest power of i .						
	Skills and Procedures					
		1	2	3	4	
	Mathematical Relationships					
		1	2	3	4	
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The Complex Number System (N-CN)

Perform arithmetic operations with complex numbers.	Summary and documentation of how the domain, cluster, and standard a met. Cite examples from the materials.			dard are		
N-CN.2						
Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.	Important Mathematical Ideas	1	2	3	4	
Note: \vec{r}^2 as highest power of i .						
	Skills and Procedures		_			
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	Mathematical Relationships				─	
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The Complex Number System (N-CN)

Use complex numbers in polynomial identities and equations.	Summary and documentation met. Cite examples from the		e domain, clus	ter, and stand	dard are
N-CN.7 Solve quadratic equations with real coefficients that have complex solutions. Note: Quadratics with real coefficients.	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
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MATHEMATICS II — NUMBER AND QUANTITY (N) The Complex Number System (N-CN)

Use complex numbers in polynomial identities and equations.	Summary and documentation met. Cite examples from the	on of how to materials.	he domain, clu	ster, and stan	dard are
N-CN.8 (+) Extend polynomial identities to the complex numbers. For example,	Important Mathematical Ideas	+	-		
rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$. Note: Quadratics with real coefficients.		1	2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	→ 4
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The Complex Number System (N-CN)

Use complex numbers in polynomial identities and equations.	Summary and documentation of how the domain, cluster, and standard met. Cite examples from the materials.			lard are	
N-CN.9	Important Mathematical Ideas		-		
(+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.	important wathematical ideas	1	2	3	4
Note: Quadratics with real coefficients.					
	Skills and Procedures	+			→
		1	2	3	4
	Mathematical Relationships	(→
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Interpret the structure of expressions.	Summary and documentation met. Cite examples from the		domain, clus	ster, and stan	dard are
A-SSE.1a Interpret expressions that represent a quantity in terms of its context.* a. Interpret parts of an expression, such as terms, factors, and coefficients.	Important Mathematical Ideas	1	2	3	4
Note: Quadratic and exponential.	Skills and Procedures	1	2	3	(1)
	Mathematical Relationships	1	2	3	4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed. (p. 8 # 9 (p. 9 CYU (p. 9 CYU (p. 333 # 1, 2 (p. 335 CY U (p. 343 CY U (p. 344 CY U (p.	Portions of the domain, clus developed in the instruction limited ways to a ways to a construction of the domain, clus developed in the instruction of the construction of the instruction of the construction of the instruction of the construction of the constructi	al materials		missing or n	ot well

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Interpret the structure of expressions.	Summary and documentation met. Cite examples from the	on of how the materials.	domain, clus	ter, and stand	dard are
 A-SSE.1b 1. Interpret expressions that represent a quantity in terms of its context.* b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret P(1+r)ⁿ as the product 	Important Mathematical Ideas	1	2	3	1
of P and a factor not depending on P. Note: Quadratic and exponential.	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
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p. 348 problems: (Interpret?) P. 348 problems: (Interpret?)	Portions of the domain, clus developed in the instruction	ster, and stan nal materials (dard that are if any):	missing or no	ot well
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where come from	Overall Rating	1	2	3	4

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Interpret the structure of expressions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
A-SSE.2 Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.	Important Mathematical Ideas 1 2 3 4
P. 338 Expanded &. P. 338 Factored & P. 338 Factored & P. 340 STM	Skills and Procedures 1 2 3 4
P. 340 STM P. 380 P. 383 Indicate the chapter(s), section(s), and/or page(s) reviewed.	Mathematical Relationships 1 2 3 4 Summary / Justification / Evidence Mot as Contextual
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
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Write expressions in equivalent forms to solve problems.	Summary and documentation met. Cite examples from the			ster, and star	ndard are
A-SSE.3a 3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.*	Important Mathematical Ideas	1	2	3	
a. Factor a quadratic expression to reveal the zeros of the function it defines. Note: Quadratic and exponential.	Skills and Procedures	1	2	3	
Indicate the chapter(s), section(s), and/or page(s) reviewed. 9.337 (belton)-338 +8-12, STM, (YU	Mathematical Relationships	1	2	3	4
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Title of Instructional Materials:	
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Seeing Structure in Expressions (A-SSE)

Write expressions in equivalent forms to solve problems.	Summary and documentation met. Cite examples from the			ster, and stan	dard are
 A-SSE.3b Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.* 	Important Mathematical Ideas	1	2	3	4
b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. Note: Quadratic and exponential.	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
In disease the about out of a continuous and a magnetic manner of	Summary / Justification / E	vidence			
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Write expressions in equivalent forms to solve problems.	Summary and documentation met. Cite examples from the			ster, and stand	dard are
A-SSE.3c Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.*	Important Mathematical Ideas	1	2	3	4
 c. Use the properties of exponents to transform expressions for exponential functions. For example the expression 1.15^t can be rewritten as (1.15^{1/12})^{12t} ≈ 1.012^{12t} to reveal the approximate equivalent monthly interest rate if the annual rate is 15%. Note: Quadratic and exponential. 	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / E	vidence			
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Title of Instructional Materials:

MATHEMATICS II — ALGEBRA (A)

Arithmetic with Polynomials and Rational Expressions (A-APR)

Perform arithmetic operations on polynomials.	Summary and documentation of how the domain, cluster, and standard a met. Cite examples from the materials.				
A-APR.1	Important Mathematical Ideas				
Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.	Important Mathematical Ideas	1	2	3	4
Note: Polynomials that simplify to quadratics.	0.00				
	Skills and Procedures				\longrightarrow
		1	2	3	4
	Mathematical Relationships	4			
		1	2	3	4
	Summary / Justification / Ev	vidence			
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litle	of Ins	tructiona	l Materials	3.

Creating Equations (A-CED)

Create equations that describe numbers or relationships.	Summary and documentation met. Cite examples from the		e domain, clus	ster, and standard are
A-CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*	Important Mathematical Ideas	1	1 2	3 4
	Skills and Procedures	1	2	1 1
	Mathematical Relationships	 	2	3
	Summary / Justification / E	vidence		
Indicate the chapter(s), section(s), and/or page(s) reviewed. P. 360 + 1 - 26, 30 inverse p. 363 CYV Summer job & inverse p. 363 CYV P. 365 + 4 - 5 P. 10 + Creative section(s), and/or page(s) reviewed. P. 363 CYV Approximately approxi	Portions of the domain, cludeveloped in the instruction			missing or not well
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Create equations that describe numbers or relationships.	Summary and documentation met. Cite examples from the	on of how the materials.	domain, clu	ster, and sta	ndard are
A-CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.*	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	
	Summary / Justification / Ev	/idence			
p30-31 entry 1881 wish p 51 #2 Suence club fundament p32 # 67 CYV Cars p 51 Wy 53 fundament	Portions of the domain, clus developed in the instruction			missing or	not well
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Title of Instructional Materials:

MATHEMATICS II — ALGEBRA (A)

Create equations that describe numbers or relationships.	Summary and documentation of how the domain, cluster, and standard met. Cite examples from the materials.	are
A-CED.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law V = IR to highlight resistance R.*	Important Mathematical Ideas 1 2 3	4
Note: Include formulas involving quadratic terms.	Skills and Procedures 1 2 3	4
9.22 plores and Galve est.	Mathematical Relationships 1 2 3	4
P. 24 proves draw Solve est.	Summary / Justification / Evidence	
p. 29 CYV b volume of hot air balloon		
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Title of Instructional Materials:

MATHEMATICS II — ALGEBRA (A)

Reasoning with Equations and Inequalities (A-REI)

Solve equations and inequalities in one variable.	Summary and documentation of how the domain, cluster, and standard ar met. Cite examples from the materials.
 A-REI.4a 4. Solve quadratic equations in one variable. a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form (x - p)² = q that has the 	Important Mathematical Ideas 1 2 3 4
same solutions. Derive the quadratic formula from this form. Note: Quadratics with real coefficients.	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3 4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence
p. 355 #41 not competeling the square but derives quadratic \$ justifies	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Campleting the Square
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Reasoning with Equations and Inequalities (A-REI)

Solve equations and inequalities in one variable.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.					
 A-REI.4b Solve quadratic equations in one variable. b. Solve quadratic equations by inspection (e.g., for x² = 49), taking 	Important Mathematical Ideas	1		3	4	
square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b .	Skills and Procedures	1	10	3	4	
Note: Quadratics with real coefficients.	Mathematical Relationships	1	10	3	4	
	Summary / Justification / E	vidence				
Indicate the chapter(s), section(s), and/or page(s) reviewed. p. 341-344 factoring not much circlent velocity to pumplein church in **efers back to pumplein church **guarratic** p. 48 #35 Sqr. voots p. 68 #31 1) mountext	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Complex yere Equare complex som.					
p. 68 #31 "	Overall Rating	1		3	4	

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Title of Instructional Materials:

MATHEMATICS II — ALGEBRA (A)

Reasoning with Equations and Inequalities (A-REI)

Solve systems of equations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
A-REI.7	Important Mathematical Ideas				
Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.	1 2 3 4				
Note: Linear-quadratic systems.	Skills and Procedures 1 2 3 4				
	Mathematical Relationships 1 2 3 4				
	Summary / Justification / Evidence				
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
p. 365 #4 (3) Profit p. 364 graphically algeb. 367 57111	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):				
monghist in other 7 mit much context sur shift places well.	Overall Rating 1 2 3 4				

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MATHEMATICS II — FUNCTIONS (F)

Interpreting Functions (F-IF)

Interpret functions that arise in applications in terms of the context.	Summary and documentation met. Cite examples from the		ne domain,	cluster, and star	ndard are	
F-IF.4	Important Mathematical Ideas			1.		
For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing,	important Mathematical Ideas	1	2	3	4	
decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*	Skills and Procedures	1			4	
Note: Quadratic.		1	2		7	
	Mathematical Relationships	1	 2		4	
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Summary and documentation of how the domain, cluster, and standard are

Title of Instructional Materials:

MATHEMATICS II — FUNCTIONS (F)

Interpreting Functions (F-IF)

Interpret functions that arise in applications in terms of the context.

F-IF.5

Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*

Note: Quadratic.

Important Mathematical Ideas

met. Cite examples from the materials.

1 2 3

Skills and Procedures

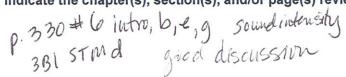


Mathematical Relationships



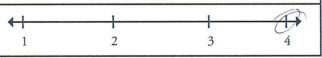
Summary / Justification / Evidence

Indicate the chapter(s), section(s), and/or page(s) reviewed.



Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating



Reviewed By:	

le of Instructional

Interpreting Functions (F-IF)

Interpret functions that arise in applications in terms of the context.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
F-IF.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*	Important Mathematical Ideas 1 2 3 4
Note: Quadratic.	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3
	Summary / Justification / Evidence
p. 4-9 ramp velationship to length & time #90 #11 CYV, 57111 a	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Not estimating from a graph
	Overall Rating 1 2 3

Reviewed By:			
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Tille	of mstructional	ivialcitais.	

Analyze functions using different representations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.		
 F-IF.7a 7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* 	Important Mathematical Ideas 1 2 3 4		
a. Graph linear and quadratic functions and show intercepts, maxima, and minima. Note: Linear, exponential, quadratic, absolute value, step, piecewise-defined.	Skills and Procedures 1 2 3 4		
	Mathematical Relationships 1 2 3 4		
	Summary / Justification / Evidence		
Indicate the chapter(s), section(s), and/or page(s) reviewed. p. 22 # 15 # identify as linear or fundination chuck by graph p. 30-31 graph linear (what x gives y) p. 38 # 10 (y-intercept) p. 42 # 22(x & y-int) p. 33 4 # 4	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):		
p. 42 # 22 (x & y int) p. 334 # 4 max, min, int	Overall Rating 1 2 3		

Reviewed By:	

MATHEMATICS II — FUNCTIONS (F)

Interpreting Functions (F-IF)

Analyze functions using different representations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
 F-IF.7b 7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* 	Important Mathematical Ideas	1	2	3	4
 Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. 	Skills and Procedures	+	-		
Note: Linear, exponential, quadratic, absolute value, step, piecewise-defined.		1	2	3	4
	Mathematical Relationships Summary / Justification / E	1 vidence	2	3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clu developed in the instruction			missing or no	t well
	Overall Rating	 1	2	3	4

Reviewed By:	

MATHEMATICS II — FUNCTIONS (F)

Interpreting Functions (F-IF)

Analyze functions using different representations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.		
F-IF.8a8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.	Important Mathematical Ideas 1 2 3 4		
a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.	Skills and Procedures		
Note: Linear, exponential, quadratic, absolute value, step, piecewise-defined.	Mathematical Relationships 1 2 3 4 Mathematical Relationships 1 2 3		
	Summary / Justification / Evidence		
Indicate the chapter(s), section(s), and/or page(s) reviewed. graduatic p.333 # (2 p.333 # (2) factorium (sort of) Lind (with the chapter) factorium (sort of) Lind (with the chapter) Assume the chapter (s), section(s), and/or page(s) reviewed. For the chapter (s), section (s), and/or page(s) reviewed. For the chapter (s), section (s), and/or page(s) reviewed. For the chapter (s), section (s), and/or page(s) reviewed. For the chapter (s), section (s), and/or page(s) reviewed. For the chapter (s), section (s), and/or page(s) reviewed. For the chapter (s), section (s), and/or page(s), and/or page	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Ompleting the Square Symmetry		
fuctorio	Overall Rating 1 2 3 4		

Reviewed By:	8

Title of	Instructional	Materials	:

${\bf MATHEMATICS~II--FUNCTIONS~(F)}$

Interpreting Functions (F-IF)

Analyze functions using different representations.	Summary and documentation met. Cite examples from the		ne domain, clus	ter, and stand	ard are
F-IF.8bWrite a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.	Important Mathematical Ideas	1	2	3	4
 b. Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as y = (1.02)^t, y = (0.97)^t, y = (1.01)^{12t}, y = (1.2)^{U10}, and classify them as representing exponential growth or decay. Note: Linear, exponential, quadratic, absolute value, step, piecewise-defined. 	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, cluded developed in the instruction			missing or no	t well
	Overall Rating	 	1 2		→ 4

Reviewed By:	

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11116	OI Inci	ruchona	I Materials.	

Interpreting Functions (F-IF)

Analyze functions using different representations	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
F-IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.	Important Mathematical Ideas 1 2 3 4
Note: Linear, exponential, quadratic, absolute value, step, piecewise-defined.	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3 4
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed. P 19 # 7 matching, not comparing P 373 #19 don't see it	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Not developed in class activities
	Overall Rating 1 2 3 4

Reviewed By:	

Title	of Instruct	tional Mat	oriola	
Tille	of instruc	nonai iviai	eriais:	

Build a function that models a relationship between two quantities.	Summary and documentati met. Cite examples from th			ster, and stand	lard are
F-BF.1a 1. Write a function that describes a relationship between two quantities.*	Important Mathematical Ideas	(2	 3	→ 4
a. Determine an explicit expression, a recursive process, or steps for calculation from a context. Note: Quadratic and exponential. While the context of t	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
p. 8-17 vational 32-32 patiend/portgral honexp 340-343 sam	Portions of the domain, clu developed in the instruction	nal material	s (if any):	missing or no	ot well
340-343 Same	All 4s for linear &	rationa	l		
	no quadraticles	P			
	Overall Rating				→
		1	2	3	4

Reviewed By:	

Title of Instructional Materials:	
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Building Functions (F-BF)

Build a function that models a relationship between two quantities.	Summary and documentation met. Cite examples from the		Comment of the Commen	ster, and stan	dard are
 F-BF.1b Write a function that describes a relationship between two quantities.* b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model. Note: Quadratic and exponential. 	Important Mathematical Ideas Skills and Procedures	1	2	3	4
	Mathematical Relationships Summary / Justification / Ev	↓ 1 vidence	2	3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, clue developed in the instruction			e missing or n	not well

Reviewed By:	
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Title of Instructional Materials:				
Little of Instructional Materials.	T* . 1	CT 1	N /	
	I ITLA	t Instructional	Materials:	

Build new functions from existing functions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
F-BF.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, k $f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of	Important Mathematical Ideas 1 2 3 4
the effects on the graph using technology. <i>Include recognizing even and odd functions from their graphs and algebraic expressions for them.</i>	Skills and Procedures
Note: Quadratic, absolute value. Devel with a y = kx A y = k A y = k	Mathematical Relationships 1 2 3 4 Mathematical Relationships 1 2 3 4
30 semi quadratic.	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed. P. 12 V (look of graph-for diff K) P. 228 # 20 minutes de fechnology P. 246 # 2 not really P. 346 # 2 not really	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Find value of k grown graph absolute value even vs. add
p-346 #7 not really	Overall Rating 1 1 2 3 4

Reviewed By:	
The second secon	

Title	of Instructional	Materials:	

${\tt MATHEMATICS~II-FUNCTIONS~(F)}$

Building Functions (F-BF)

Build new functions from existing functions.	Summary and documentation met. Cite examples from the		domain, clus	ster, and stand	ard are
 F-BF.4a Find inverse functions. a. Solve an equation of the form f(x) = c for a simple function f that has 	Important Mathematical Ideas	(1 2	3	4
an inverse and write an expression for the inverse. For example, $f(x) = 2 x^3$ or $f(x) = (x+1)/(x-1)$ for $x \ne 1$. Note: Quadratic, absolute value.	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clus developed in the instruction			missing or no	t well
	Overall Rating	 	1 2		

Reviewed By:	

MATHEMATICS II — FUNCTIONS (F)

Linear, Quadratic, and Exponential Models (F-LE)

Construct and compare linear, quadratic, and exponential models and solve problems.	Summary and documentation met. Cite examples from the			ster, and stand	dard are
F-LE.3	Lancard and Madda and Alice and Alice				
Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.*	Important Mathematical Ideas	1	2	3	4
Note: Include quadratic.					
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clus developed in the instruction			missing or no	ot well
	Overall Rating	+	-	-	→
		1	2	3	4

Reviewed By:	

Trigonometric Functions (F-TF)

Prove and apply trigonometric identities.	Summary and documentation met. Cite examples from the	on of how the materials.	ne domain, clus	ster, and stand	dard are
F-TF.8	Important Mathematical Ideas	4.1	1		1.5
Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle.	important mathematical races	1	2	3	4
	Skills and Procedures	1	1 2	3	4
	Mathematical Relationships	1	2	3	
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clus developed in the instruction			missing or no	ot well
	Overall Rating				
		1	2	3	4

Reviewed By:	
Title of Instructional Materials:	

Congruence (G-CO)

Prove geometric theorems.	Summary and documentation met. Cite examples from the		e domain, clus	ster, and stand	lard are
G-CO.9	Important Mathematical Ideas	4.1	1	11	
Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a		1	2	3	4
perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.	Skills and Procedures	4.1		1	
Note: Focus on validity of underlying reasoning while using variety of ways of writing proofs.		1	2	3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clu developed in the instruction			missing or no	ot well
	Overall Rating	 	2	3	4

Reviewed By:	

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litle	of Instru	ctional	Materials:

Prove geometric theorems.	Summary and documentati met. Cite examples from the	on of how the e materials.	domain, cluste	er, and stan	dard are
G-CO.10 Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel	Important Mathematical Ideas	1	1 0	3	
e third side and half the length, the medians of a triangle meet at a point. Focus on validity of underlying reasoning while using variety of ways of writing proofs.	Skills and Procedures	1		3	4
	Mathematical Relationships	1		3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed. P. 192 #32 Midpoints lengths P. 169 CYVd parallel to 3rd side	Portions of the domain, clus developed in the instruction 180° base angles 1800cl	nal materials	dard that are m (if any):	issing or no	ot well
	Overall Rating	1	10	3	

Title of Instructional Materials:

MATHEMATICS II — GEOMETRY (G)

Congruence (G-CO)

G-CO.11

D	was matria than rame	
Prove	geometric theorems.	

Trovo goomomo meereme

Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.

Note: Focus on validity of underlying reasoning while using variety of ways of writing proofs.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas



Skills and Procedures



Mathematical Relationships



Summary / Justification / Evidence

Indicate the chapter(s), section(s), and/or page(s) reviewed.

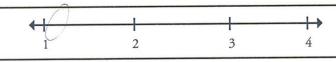
p. 184 # 10 diagonals bisect

no formal mention of Proof

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

oppes = red & panallegrans

Overall Rating



Reviewed By:	

Title	of	Tanatana	tiam 1	Makania	1
TILLE	OI	msuuc	uonai	Materia	IS:

Understand similarity in terms of similarity transformations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				dard are
G-SRT.1a1. Verify experimentally the properties of dilations given by a center and a scale factor:	Important Mathematical Ideas	1	2	1 3	→ 4
a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed. Prouding the chapter of the chapt	Portions of the domain, clus developed in the instruction	ster, and sta nal materials	ndard that are (if any):	missing or n	ot well
P. C	Overall Rating	1	2	3	

Reviewed By:	

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little	of Instructio	nal Materials:	

Understand similarity in terms of similarity transformations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.			
G-SRT.1b1. Verify experimentally the properties of dilations given by a center and a scale factor:	Important Mathematical Ideas			
 The dilation of a line segment is longer or shorter in the ratio given by the scale factor. 	Skills and Procedures	1 2 3		
	Mathematical Relationships			
	Summary / Justification / Ev	vidence		
Indicate the chapter(s), section(s), and/or page(s) reviewed.				
p. 206-207 Ward to develop Consert, uses Consert, pringer Cute graphies	Portions of the domain, clus developed in the instruction	ster, and standard that are missing or not well nal materials (if any):		
cute graphingh	Overall Rating	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$		

Reviewed By:	
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Title of Instructional Materials:	
Title of filstructional Materials.	

Understand similarity in terms of similarity transformations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
G-SRT.2 Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.	Important Mathematical Ideas	1	20	3	4
	Skills and Procedures	1	2	1	→ 4
	Mathematical Relationships	1	10	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
p. 216 C40 p. 222 #14	Portions of the domain, cludeveloped in the instruction	onal materials (if any):	nissing or no	t well
	Overall Rating	1	1 ()	3	4

Reviewed By:	

Title of Instructional Materials:	
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Similarity, Right Triangles, and Trigonometry (G-SRT)

Understand similarity in terms of similarity transformations.	Summary and documentation met. Cite examples from the			ster, and stand	dard are
G-SRT.3 Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clu developed in the instruction			missing or n	ot well
	Overall Rating	1	2	3	4

Revie	wed By	:		

MATHEMATICS II — GEOMETRY (G)

Prove theorems involving similarity.	Summary and documentati met. Cite examples from th	ion of how to materials.	he domain, clu	ster, and stand	dard are
G-SRT.4 Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.	Important Mathematical Ideas	6	2	3	4
Note: Focus on validity of underlying reasoning while using variety of formats.	Skills and Procedures		2	3	4
	Mathematical Relationships		2	3	4
	Summary / Justification / E	vidence			
P. 184 # 9 12 No other proportions No Pythagorean Thus	Portions of the domain, cludeveloped in the instruction	nal materials	andard that are s (if any):	missing or no	ot well

Reviewed By:	

MATHEMATICS II — GEOMETRY (G)

Prove theorems involving similarity.	Summary and documentation of how the domain, cluster, and stand met. Cite examples from the materials.	dard are
G-SRT.5 Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures. Note: Focus on validity of underlying reasoning while using variety of formats.	Important Mathematical Ideas 1 2 3	4
Note. Focus on validity of underlying reasoning wine doing variety of formate.	Skills and Procedures 1 2 3	4
	Mathematical Relationships 2 3	4
	Summary / Justification / Evidence	
Indicate the chapter(s), section(s), and/or page(s) reviewed. p.184#9 no mention of AMCN = AACB just shows the through midpoints is the through to 3rd & Z parallel to 3rd & Z parallel to 3rd & Z	Portions of the domain, cluster, and standard that are missing or n developed in the instructional materials (if any):	ot well
paraller tenegth	Overall Rating 1 1 1 2 3	→ 4

Title of Instructional Materials:

MATHEMATICS II — GEOMETRY (G)

Define trigonometric ratios and solve problems involving right triangles.	Summary and documentation met. Cite examples from the		domain, clus	ter, and standa	ard are
G-SRT.6 Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.	Important Mathematical Ideas	1	2	3	
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3) +
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed. p. 461 talk of varios \(\frac{1}{2}, \frac{1}{2}, \frac{1}{2} \) \(Portions of the domain, cludeveloped in the instruction			missing or no	t well
	Overall Rating	1	1 2	3	<u></u> -4

Title of Instructional Materials:

MATHEMATICS II — GEOMETRY (G)

Similarity, Right Triangles, and Trigonometry (G-SRT)

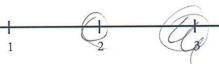
Define trigonometric ratios and solve problems involving right triangles. met. Cite exa

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

G-SRT.7

Explain and use the relationship between the sine and cosine of complementary angles.

Important Mathematical Ideas



Skills and Procedures



Mathematical Relationships



Summary / Justification / Evidence

Indicate the chapter(s), section(s), and/or page(s) reviewed.

p. 481 #20
Good, but as a problem?
Nomework problem?
Would need to be
Would need to be
discussed in class

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Not well developed in general

Overall Rating



Title of Instructional Materials:

MATHEMATICS II — GEOMETRY (G)

Similarity, Right Triangles, and Trigonometry (G-SRT)

Define trigonometric ratios and solve problems involving right triangles.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

G-SRT.8

Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.*

Important Mathematical Ideas



Skills and Procedures



Mathematical Relationships



Summary / Justification / Evidence

Indicate the chapter(s), section(s), and/or page(s) reviewed.

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Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating



Reviewed By:	

MATHEMATICS II — GEOMETRY (G)

Circles (G-C)

Understand and apply theorems about circles.	Summary and documentation of how the domain, cluster, and standard a met. Cite examples from the materials.
G-C.1 Prove that all circles are similar.	Important Mathematical Ideas 1 2 3
	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3 4
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4

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Title o	f Instructional Materials	

Circles (G-C)

Understand and apply theorems about circles.	Summary and documentation met. Cite examples from the	on of how the materials.	e domain, clus	ter, and stand	dard are
G-C.2 Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clu developed in the instruction	ster, and stand stands materials	nndard that are s (if any):	missing or n	ot well
	Overall Rating	{ 1	2	3	4

Reviewed By:	

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1111	OI IIIS	писиона	IVICIL	dials.

Circles (G-C)

Understand and apply theorems about circles.	Summary and documentation of how the domain, cluster, and standard a met. Cite examples from the materials.				
G-C.3	Instruction of Mathematical Information	_	_	_	
Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clus developed in the instruction			missing or n	ot well
	Overall Rating	 	2	3	4

Reviewed By:	
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MATHEMATICS II — GEOMETRY (G)

Circles (G-C)

Understand and apply theorems about circles.	Summary and documentation of how the domain, cluster, and standard a met. Cite examples from the materials.				dard are
G-C.4 (+) Construct a tangent line from a point outside a given circle to the circle.	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clu developed in the instruction	ster, and stand material	andard that are s (if any):	missing or n	ot well
	Overall Rating	 	1 2		4

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Circles (G-C)

Find arc lengths and areas of sectors of circles.	Summary and documentation of how the domain, cluster, and standard at met. Cite examples from the materials.				lard are
G-C.5 Derive using similarity the fact that the length of the arc intercepted by an	Important Mathematical Ideas	1	2	3	4
angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.					
Note: Radian introduced only as unit of measure.	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clu developed in the instruction			missing or no	ot well
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litle	of Instructional	Materials:	

Expressing Geometric Properties with Equations (G-GPE)

Translate between the geometric description and the equation for a conic section.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
G-GPE.1	Important Mathematical Ideas				1.5
Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.	Important Mathematical Ideas	1	(2)	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E				
P-175 Prep?s radius radius say bythag) 174 # 7 pt & radius radius say bythag) 184 doesn't specifically say bythag)	Portions of the domain, cludeveloped in the instruction	nal materia	als, (if any):		ot well
# 4 anotes (Pythong) Since	Overall Rating	1	2	3	

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Expressing Geometric Properties with Equations (G-GPE)

Translate between the geometric description and the equation for a conic section.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.					
G-GPE.2 Derive the equation of a parabola given a focus and directrix.	Important Mathematical Ideas	1	2	3	4	
	Skills and Procedures	1	2	3	4	
	Mathematical Relationships	1	2	3	4	
	Summary / Justification / E	vidence				
Indicate the chapter(s), section(s), and/or page(s) reviewed.						
	Portions of the domain, clu developed in the instructio	ister, and s nal materia	tandard that ard	e missing or n	ot well	
	Overall Rating	\ 	1 2	1 3	→ 4	

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Title of Instructional Materials:	

Expressing Geometric Properties with Equations (G-GPE)

Use coordinates to prove simple geometric theorems algebraically.	Summary and documentati met. Cite examples from the			uster, and stand	ard are
G-GPE.4 Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies	Important Mathematical Ideas	1	2	3	4
on the circle centered at the origin and containing the point (0, 2). Note: Include simple circle theorems.	Skills and Procedures	1	2	1 3	4
	Mathematical Relationships	1	2		4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E Cointext is mostly (A	vidence D type s	ofluere		
Indicate the chapter(s), section(s), and/or page(s) reviewed. (IS-lieb rectangle using points or wertical like) (reate rectangle using points or wertical like) (reate rectangle using points or wertical like) (outrol town) (out	Portions of the domain, cludeveloped in the instruction Not prove a point is a Not prove shape is the	ster, and st nal materia on circle chaugle,	andard that and is (if any): if just fine funder on	re missing or no Love that i	t well
P. 173 # To Prove diagonal point on it	Overall Rating	1	1 2	1	4

	Title of Instructional Materials:	
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Geometric Measurement and Dimension (G-GMD)

Explain volume formulas and use them to solve problems.	Summary and documentation met. Cite examples from the		e domain, clus	ter, and stand	lard are
G-GMD.1 Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clu developed in the instruction	ister, and stand material	andard that are s (if any):	missing or n	ot well
	Overall Rating		1 2		→ 4

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Explain volume formulas and use them to solve problems.	Summary and documentation met. Cite examples from the	on of how to	he domain, clusto	er, and star	ndard are
G-GMD.3 Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.*	Important Mathematical Ideas	1	2	3	(1)
	Skills and Procedures	1	1 0	3	4
Assuming volume	Mathematical Relationships	1	2	3	
Assum () com s	Summary / Justification / Ev	ridence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
9.37 le # 29 Volume of cylinder (HW) > context 9.37 le # 29 Volume of cone (haked) P.39 # 29 Volume of pyramid P.39 # 18 Volume of pyramid	Portions of the domain, clus developed in the instruction	ster, and sta	andard that are m s (if any):	issing or n	ot well
2391 #29 June of byramid	no class work cove	0 1 A AD			
481 #18 101000	no class with little	rage			
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Understand independence and conditional probability and use them to interpret data.	Summary and documentation met. Cite examples from the		e domain, clus	ster, and stand	dard are
S-CP.1 Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").	Important Mathematical Ideas	1	2	3	
Note: Link to data from simulations or experiments.	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E Very contextual 14>		g, vigora	nis	
Indicate the chapter(s), section(s), and/or page(s) reviewed. P. 532-542 All singinsharar and P. S47 Problem.	Portions of the domain, cludeveloped in the instruction I not " No mention of W	ister, and stand materials	andard that are s (if any):	missing or n	ot well
(Che)	Overall Rating	1	2	3	1

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Title of Instructional	Materials:	
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${\bf MATHEMATICS~II-STATISTICS~AND~PROBABILITY~(S)}$

Conditional Probability and the Rules of Probability (S-CP)

Understand independence and conditional probability and use them to interpret data.	Summary and documentation of how the domain, met. Cite examples from the materials.	cluster, and standard are
S-CP.2 Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this	Important Mathematical Ideas 1 2	3 4
characterization to determine if they are independent. Note: Link to data from simulations or experiments.	Skills and Procedures 1 2	3 4
	Mathematical Relationships 1 2	3 4
	Summary / Justification / Evidence	
Indicate the chapter(s), section(s), and/or page(s) reviewed. P. 524-528 # S det of ind. Explain + user away. When the part of the par	Portions of the domain, cluster, and standard that developed in the instructional materials (if any): no new 's a prop = are they we spend	-
2534466	Overall Rating 1 2	1 1

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Conditional Probability and the Rules of Probability (S-CP)	
Understand independence and conditional probability and use them to interpret data.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
S-CP.3	Important Mathematical Ideas
Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A , and the conditional probability of B given A is the same as the probability of B .	1 2 3 4
Note: Link to data from simulations or experiments.	Skills and Procedures 1 2 3
	Mathematical Relationships 1 2 3
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Lots of exploration dideas & contexts
p.529 -542 data collection from class (sneakers) # 2 conditional p.530 P(A/B) = P(A) > p. 530#3d P	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
p.530 Et 6 male/female	
p.531 640	Overall Rating 1 2 3 4

Re	eviewed By:				
Ti	tle of Instructional Materials	:			
them to	Summary and documentation met. Cite examples from the		omain, cluster,	and stand	lard are
two-	Important Mathematical Ideas	1	2	3	4
n a among y selected in tenth	Skills and Procedures	← 1 1	1 2	3	
	Mathematical Relationships	1	2	3	4
	Summary / Justification / Ev	/idence			
	Portions of the domain, clus developed in the instruction integration with of	nal materials (if	anv):	,	ot well
2					

Understand independence and conditional probability and use them to interpret data.	Summary and documentation met. Cite examples from the			omain,	cluster,	and sta	ndard are
S-CP.4 Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-	Important Mathematical Ideas	1		2		3	
way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.	Skills and Procedures	1		2		3	4
Note: Link to data from simulations or experiments.	Mathematical Relationships	1		2	0	3	4
	Summary / Justification / E	videnc	е				
Indicate the chapter(s), section(s), and/or page(s) reviewed.							
p. 521-535 Kelchup Standard addressed Kelchup	Portions of the domain, clu developed in the instruction integration with of	nal ma	terials (if	anv):		,	
multiple approaches							
	Overall Rating	1		2		3	

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Conditional Probability and the Rules of Probability (S-CP)					
Understand independence and conditional probability and use them to interpret data.	Summary and documentation met. Cite examples from the	on of he	ow the domain, clust rials.	er, and sta	andard are
S-CP.5	Important Mathematical Ideas				6
Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.	important Mathematical Ideas	1	2	3	
Note: Link to data from simulations or experiments.	Skills and Procedures	1	2	3	
	Mathematical Relationships	1		3	4
	Summary / Justification / Ev	vidence	•		
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
p. 524-542 Ketchup onfries vs. plate Contextual & decontextualized Multiple approaches	Portions of the domain, clusted developed in the instruction in the instruction with o	nal mate	erials (if any):		
	Overall Rating	1	2	3	4

Reviewed By:	

${\bf MATHEMATICS~II-STATISTICS~AND~PROBABILITY~(S)}$

Use the rules of probability to compute probabilities of compound events in a uniform probability model.	Summary and documentation of how the domain, cluster, and st met. Cite examples from the materials.	andard are
S-CP.6 Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.	Important Mathematical Ideas 1 2 3	
	Skills and Procedures 1 2 3	4
	Mathematical Relationships 1 3	4
	Summary / Justification / Evidence	
Indicate the chapter(s), section(s), and/or page(s) reviewed.		
p.528-531 ketchup context muetiple approaches	Portions of the domain, cluster, and standard that are missing of developed in the instructional materials (if any): integration with other matternatical idea	
	Overall Rating 1 2 3	

Title of Instructional Materials:

Use the rules of probability to compute probabilities of compound events in a uniform probability model.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.			
S-CP.7 Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret	Important Mathematical Ideas			
the answer in terms of the model.				
	Skills and Procedures 1 2 3 4			
	Mathematical Relationships 1 2 3 4			
	Summary / Justification / Evidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.				
Indicate the chapter(s), section(s), and/or page(s) reviewed. P. 358 #52 p. 392 #33 Polling 2 dil Ino interpretation Recall B	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):			
(no interpretation p.559 #20 p.559	no requirement for interpretation or explanation			
HW	Overall Rating 1 2 3 4			

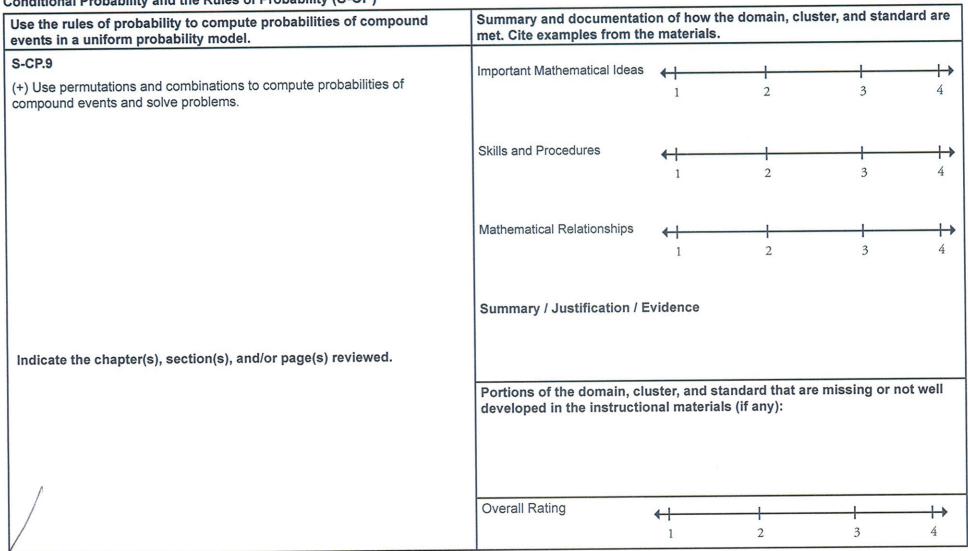
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Use the rules of probability to compute probabilities of compound events in a uniform probability model.	Summary and documentation met. Cite examples from the			ster, and stan	idard are
S-CP.8 (+) Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A)P(B A) = P(B)P(A B)$, and interpret the answer in terms of the model.	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed. P. 358 #52 P. 392 #377 P. 542 P. 544 P. 544	Summary / Justification / E Rule developed to Various Co Portions of the domain, cludeveloped in the instruction Rule developed to the common of the com	through nutexts uster, and so	tandard that are	applied to mode	g lg not well
(530,3 Le) Hould Share	Overall Rating	1	1 2	3	+

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Title of Instructional Materials:	

Conditional Probability and the Rules of Probability (S-CP)



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Title of Instructional Materials:	
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Use probability to evaluate outcomes of decisions.	Summary and documentation met. Cite examples from the			ster, and st	andard are
S-MD.6 (+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).	Important Mathematical Ideas	1	2	3	4
Note: Introductory; apply counting rules.	Skills and Procedures	1	2	3	
	Mathematical Relationships	1	2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.	- fair price well	Ldevelop	ed		
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Bulte					
	Overall Rating	1	2	3	1

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Title of Instructional Materials:	

Use probability to evaluate outcomes of decisions. Summary and documentation of how the domain, of met. Cite examples from the materials.					lard are
S-MD.7 (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). Note: Introductory; apply counting rules.	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E Both great problem	vidence us, but	not part	of classu	verk
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Prize de	Overall Rating	1	1 2	3	4